



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11491389
SAU: Scarborough School Department
School: Scarborough Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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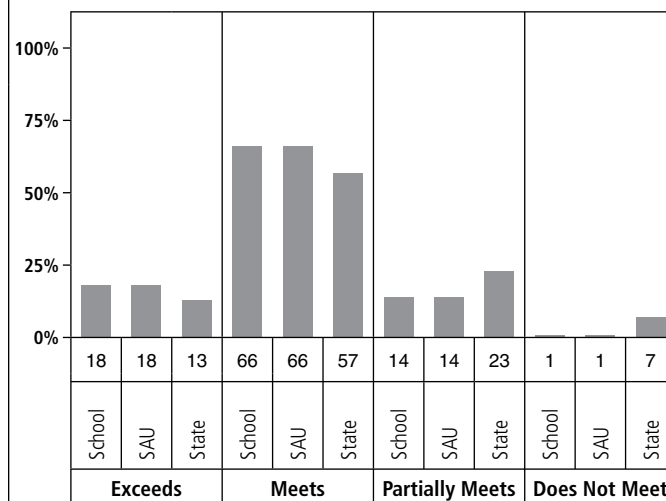
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

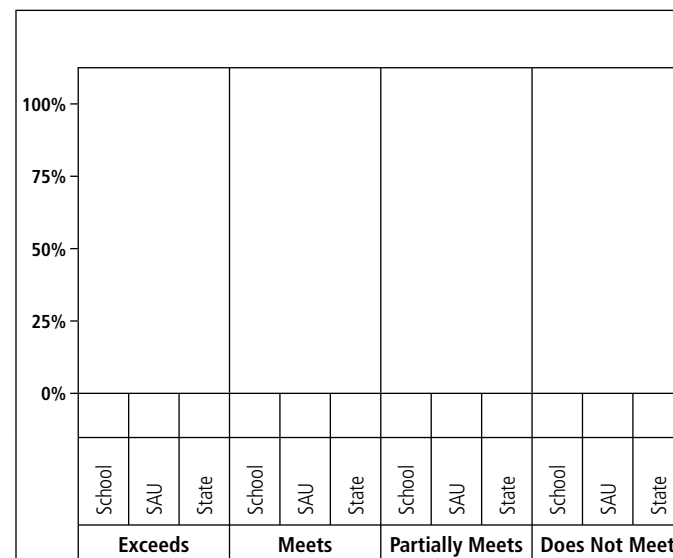
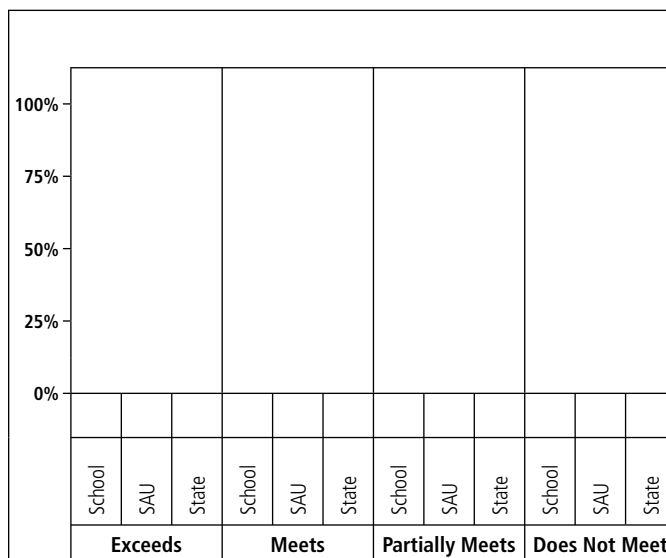
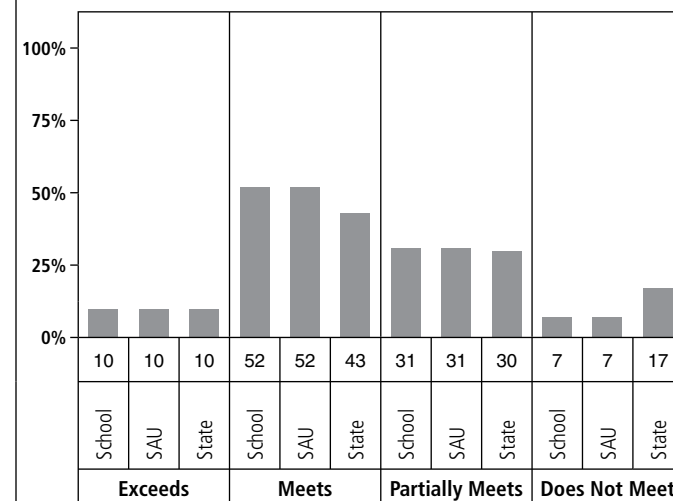
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	651	651	644
2006–2007	652	652	646
2007–2008	653	653	648
Cum. Avg. *	652	652	646
Mathematics			
2005–2006	647	647	641
2006–2007	649	649	643
2007–2008	646	646	642
Cum. Avg. *	647	647	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	287	100	287	100	14365	100	287	100	287	100	14266	99	287	100	287	100	14268	99												
Ethnicity African American/Black	6	2	6	2	418	3	6	100	6	100	407	97	6	100	6	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	4	1	4	1	249	2	4	100	4	100	249	100	4	100	4	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	277	97	277	97	13438	94	277	100	277	100	13353	100	277	100	277	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	29	10	29	10	2518	18	29	100	29	100	2479	99	29	100	29	100	2479	99												
Current LEP	4	1	4	1	349	2	4	100	4	100	339	97	4	100	4	100	344	99												
Economically disadvantaged	33	11	33	11	5335	37	33	100	33	100	5277	99	33	100	33	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	251	87	251	87	11613	81	250	87	250	87	11626	81												
Identified disability (PET/IEP)	5	2	5	2	373	3	4	2	4	2	373	3												
LEP	2	1	2	1	187	2	2	1	2	1	187	2												
504 plan	5	2	5	2	149	1	5	2	5	2	150	1												
Participation with accommodations	31	11	31	11	2451	17	32	11	32	11	2446	17												
Identified disability (PET/IEP)	19	61	19	61	1909	78	20	63	20	63	1910	78												
LEP	2	6	2	6	142	6	2	6	2	6	152	6												
504 plan	5	16	5	16	85	3	5	16	5	16	84	3												
Other	5	16	5	16	350	14	5	16	5	16	335	14												
Participation through alternate assessment (PAAP)	5	2	5	2	197	1	5	2	5	2	196	1												
Identified disability (PET/IEP)	5	100	5	100	197	100	5	100	5	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Scarborough School Department
School:	Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	43	16	43	16	1176	8
	2006-2007	46	18	46	18	1132	8
	2007-2008	52	18	52	18	1817	13
	Cum. Total*	141	18	141	18	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	170	65	171	65	7612	51
	2006-2007	166	64	166	64	8127	57
	2007-2008	187	66	187	66	8072	57
	Cum. Total*	523	65	524	65	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	43	16	43	16	4080	27
	2006-2007	33	13	33	13	3549	25
	2007-2008	39	14	39	14	3194	23
	Cum. Total*	115	14	115	14	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	2	6	2	2005	13
	2006-2007	13	5	14	5	1478	10
	2007-2008	4	1	4	1	981	7
	Cum. Total*	23	3	24	3	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.3	64.8	36.3	64.8	32.7	58.4
Literary Text	28	50	18.2	65.0	18.2	65.0	16.3	58.2
Informational Text	28	50	18.1	64.6	18.1	64.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	282	52	18	187	66	39	14	4	1	653	282	18	66	14	1	653	14064	13	57	23	7	648
Ethnicity																						
African American/Black	6	2	33	3	50	1	17	0	0	654	6	33	50	17	0	654	399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	4										4						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	272	49	18	182	67	37	14	4	1	653	272	18	67	14	1	653	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	12	50	10	42	2	8	642	24	0	50	42	8	642	2282	2	29	42	27	636
No	258	52	20	175	68	29	11	2	1	654	258	20	68	11	1	654	11782	15	63	19	3	650
Current LEP																						
Yes	4										4						329	4	44	30	22	640
No	278	52	19	183	66	39	14	4	1	653	278	19	66	14	1	653	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	31	4	13	20	65	7	23	0	0	649	31	13	65	23	0	649	5153	6	51	31	12	643
No	251	48	19	167	67	32	13	4	2	653	251	19	67	13	2	653	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	282	52	18	187	66	39	14	4	1	653	282	18	66	14	1	653	14057	13	57	23	7	648
Gender																						
Female	133	27	20	89	67	16	12	1	1	654	133	20	67	12	1	654	6967	16	59	20	5	650
Male	149	25	17	98	66	23	15	3	2	652	149	17	66	15	2	652	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	282	52	18	187	66	39	14	4	1	653	282	18	66	14	1	653	12878	14	59	21	7	648
Gifted/talented program																						
Yes	15	10	67	5	33	0	0	0	0	667	15	67	33	0	0	667	557	50	48	2	0	661
No	267	42	16	182	68	39	15	4	1	652	267	16	68	15	1	652	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	1	25	1	25	2	50	0	0	647	1	25	25	50	0	647	6	7	43	30	20	641
B. less than one hour	43	21	18	73	61	23	19	3	3	651	43	18	61	19	3	651	56	13	58	23	6	648
C. one to two hours	51	25	17	105	73	13	9	1	1	654	51	17	73	9	1	654	34	15	60	20	5	649
D. more than two hours	5	5	36	8	57	1	7	0	0	658	5	36	57	7	0	658	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	22	19	73	65	18	16	0	0	653	40	19	65	16	0	653	40	17	60	19	5	650
B. They match some of what I have learned.	50	26	18	99	70	14	10	2	1	653	50	18	70	10	1	653	48	12	59	23	6	648
C. They match just a little of what I have learned.	8	4	17	10	43	7	30	2	9	647	8	17	43	30	9	647	9	7	45	34	15	643
D. There is no match.	2	0	0	5	100	0	0	0	0	647	2	0	100	0	0	647	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	25	29	58	67	3	3	0	0	657	30	29	67	3	0	657	28	26	58	11	4	653
B. good	57	24	15	109	68	25	16	2	1	652	57	15	68	16	1	652	54	9	61	24	6	647
C. fair	12	3	9	18	53	11	32	2	6	647	12	9	53	32	6	647	16	3	48	37	13	642
D. poor	1	0	0	2	100	0	0	0	0	645	1	0	100	0	0	645	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	6	20	19	63	4	13	1	3	652	11	20	63	13	3	652	15	10	48	27	15	644
B. about the same as my regular schoolwork	74	36	17	139	67	33	16	1	0	652	74	17	67	16	0	652	66	13	59	22	5	649
C. easier than my regular schoolwork	15	10	23	29	67	2	5	2	5	655	15	23	67	5	5	655	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	6	60	4	40	0	0	644	4	0	60	40	0	644	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	59	26	16	113	68	24	14	3	2	652	59	16	68	14	2	652	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	37	26	25	67	64	10	10	1	1	656	37	25	64	10	1	656	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	22	16	90	67	20	15	3	2	652	48	16	67	15	2	652	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	50	30	21	92	65	19	13	1	1	654	50	21	65	13	1	654	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	5	100	0	0	0	0	652	2	0	100	0	0	652	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	18	11	22	33	65	6	12	1	2	655	18	22	65	12	2	655	19	19	58	17	6	651
B. 20 minutes to an hour	53	27	18	102	68	18	12	3	2	653	53	18	68	12	2	653	51	15	60	20	5	649
C. less than 20 minutes	18	12	24	31	61	8	16	0	0	653	18	24	61	16	0	653	12	9	56	26	9	646
D. I rarely read at home.	11	2	7	21	70	7	23	0	0	648	11	7	70	23	0	648	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	35	13	35	13	1463	10
	2006-2007	50	19	50	19	2092	15
	2007-2008	27	10	27	10	1474	10
	Cum. Total*	112	14	112	14	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	137	52	138	52	5914	40
	2006-2007	131	51	131	50	5731	40
	2007-2008	147	52	147	52	6008	43
	Cum. Total*	415	52	416	52	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	72	27	72	27	4494	30
	2006-2007	60	23	60	23	4175	29
	2007-2008	88	31	88	31	4244	30
	Cum. Total*	220	27	220	27	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	18	7	18	7	3014	20
	2006-2007	18	7	19	7	2308	16
	2007-2008	20	7	20	7	2346	17
	Cum. Total*	56	7	57	7	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	11.5	60.5	11.5	60.5	9.6	50.5
Cluster 2: Shape and Size	15	27	8.4	56.0	8.4	56.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.1	58.6	4.1	58.6	4.2	60.0
Cluster 4: Patterns	15	27	8.2	54.7	8.2	54.7	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	282	27	10	147	52	88	31	20	7	646	282	10	52	31	7	646	14072	10	43	30	17	642
Ethnicity																						
African American/Black	6	0	0	4	67	2	33	0	0	648	6	0	67	33	0	648	409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	4										4						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	272	27	10	141	52	84	31	20	7	646	272	10	52	31	7	646	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	3	13	11	46	10	42	627	24	0	13	46	42	627	2283	2	18	31	49	627
No	258	27	10	144	56	77	30	10	4	648	258	10	56	30	4	648	11789	12	48	30	10	645
Current LEP																						
Yes	4										4						339	5	22	32	41	631
No	278	27	10	146	53	85	31	20	7	646	278	10	53	31	7	646	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	31	1	3	10	32	17	55	3	10	640	31	3	32	55	10	640	5160	4	34	36	26	636
No	251	26	10	137	55	71	28	17	7	647	251	10	55	28	7	647	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	282	27	10	147	52	88	31	20	7	646	282	10	52	31	7	646	14065	10	43	30	17	642
Gender																						
Female	133	6	5	74	56	42	32	11	8	645	133	5	56	32	8	645	6974	10	43	31	16	642
Male	149	21	14	73	49	46	31	9	6	647	149	14	49	31	6	647	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	282	27	10	147	52	88	31	20	7	646	282	10	52	31	7	646	12880	11	44	29	15	643
Gifted/talented program																						
Yes	15	10	67	5	33	0	0	0	0	668	15	67	33	0	0	668	557	53	42	4	0	663
No	267	17	6	142	53	88	33	20	7	645	267	6	53	33	7	645	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	2	50	1	25	1	25	636	1	0	50	25	25	636	6	6	33	31	31	635
B. less than one hour	43	13	11	59	49	39	33	9	8	646	43	11	49	33	8	646	56	11	43	30	16	643
C. one to two hours	51	13	9	77	53	44	31	10	7	647	51	9	53	31	7	647	34	11	45	30	14	644
D. more than two hours	5	1	7	9	64	4	29	0	0	648	5	7	64	29	0	648	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	14	14	50	50	28	28	9	9	647	36	14	50	28	9	647	45	14	47	28	11	646
B. They match some of what I have learned.	52	11	7	81	55	46	31	9	6	647	52	7	55	31	6	647	43	8	43	33	17	641
C. They match just a little of what I have learned.	11	2	6	15	48	13	42	1	3	644	11	6	48	42	3	644	9	6	30	33	32	635
D. There is no match.	1	0	0	1	33	1	33	1	33	625	1	0	33	33	33	625	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	19	24	44	56	15	19	1	1	654	28	24	56	19	1	654	29	24	51	17	8	651
B. good	54	8	5	88	58	42	28	13	9	645	54	5	58	28	9	645	48	6	45	33	16	641
C. fair	18	0	0	15	29	31	60	6	12	637	18	0	29	60	12	637	19	1	29	42	28	634
D. poor	0										0						3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	5	6	47	53	29	33	7	8	645	31	6	53	33	8	645	24	5	38	33	24	638
B. about the same as my regular schoolwork	59	13	8	91	55	52	31	10	6	646	59	8	55	31	6	646	62	9	45	31	14	643
C. easier than my regular schoolwork	10	9	33	9	33	6	22	3	11	653	10	33	33	22	11	653	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	51	13	9	72	51	48	34	9	6	646	51	9	51	34	6	646	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	48	14	10	73	54	37	27	11	8	647	48	10	54	27	8	647	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	2	67	1	33	0	0	645	1	0	67	33	0	645	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	7	0	0	7	35	7	35	6	30	635	7	0	35	35	30	635	17	8	39	30	22	639
B. two or three days a week	23	6	10	32	51	20	32	5	8	646	23	10	51	32	8	646	34	11	44	31	14	643
C. two or three times each month	39	14	13	59	54	34	31	3	3	649	39	13	54	31	3	649	31	12	44	29	15	644
D. never or almost never	31	7	8	47	54	27	31	6	7	645	31	8	54	31	7	645	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	17	5	11	19	40	20	43	3	6	644	17	11	40	43	6	644	11	11	37	29	23	641
B. two or three days a week	18	9	17	33	63	8	15	2	4	652	18	17	63	15	4	652	32	11	44	30	15	643
C. two or three times each month	17	3	6	28	57	13	27	5	10	646	17	6	57	27	10	646	32	11	45	30	15	643
D. never or almost never	48	10	7	67	50	47	35	10	7	645	48	7	50	35	7	645	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	5	42	4	33	3	25	638	4	0	42	33	25	638	7	6	29	33	32	635
B. 30–45 minutes	71	19	10	105	53	60	30	15	8	646	71	10	53	30	8	646	37	8	39	34	20	640
C. 45–60 minutes	24	8	12	34	51	23	34	2	3	648	24	12	51	34	3	648	42	13	47	28	12	645
D. more than 60 minutes	0	0	0	0	0	1	100	0	0	630	0	0	0	100	0	630	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											